

An Experiment of Monitors and House Leaders in Non-Graded Single and two Teachers Schools

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NEW DELHI-16

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PREFACE

Department of policy Research, Planning and Programming (ERIC SECTT), National Council of Educational Research and Training, New Delhi has kindly approved many proposals "An Experiment of Monitors and House Headers in Non-graded Single and Two Teachers Schools" and encouraged me to undertake this typical type of experimental study in Maharashtra state. As per directives of Indian Constitution and National Policy of Education (1986) the universalisation of primary education is the must thing for our country. So, various steps and measures are being taken at state and National level in this regard. Our country is the country of villages. Hilly areas are covered by small villages and hamlets with small population. The large number of such small villages are still without any schooling facility. So, one cannot expect universalisation of minimum primary education for all children upto their age of 14 for this single teacher school is the only and suitable alternative to provide minimum education to all children upto their age of 14. As long as the existence of small villages is there, the existence of single Teacher Schools will be there.

At present, some people are under impression that under the Operation Blackboard Scheme, all single teacher schools will be two teacher schools by giving additional teachers. But it is partly true and partly false. Because under this scheme, some single teacher schools having strength of students more than 40 will be provided additional teachers. Secondly, under the scheme of universalisation of primary education, new primary schools will be opened and they will be single teacher schools. So, it is the fact that existence of single teacher schools will be of permanent nature and they will need proper more care and attention by all agencies upto national level.

Secondly, in small village and hamlet, single teacher school is the source of education not only for children but also for the whole community. It is the COMMUNITY EDUCATION CENTRE in such small village in many ways. So, it has got the additional importance and hence all steps at all levels must be taken to develop such schools as the quality schools and community schools. Keeping this view in mind the Investigator is advocating the importance of single teacher schools since long time. This experiment is one of the experiments undertaken by the Investigator in the field of primary education in rural area.

National council of Educational Research and Training has given me the opportunity to undertake the study and provided financial assistance in this respect. I offer my sincere thanks to NCERT and its office bearers. While implementing the experiment Panchayat Samitee, Gargoti, local education officers, concerned teachers, villagers, students gave the required cooperation as and when necessary. Shri Shivaji Chougale as the Research Assistant and Shri B.G. Surve (Librarian) have helped me a lot. The Director of Shri Mouni Vidapeeth and office staff of A. J. College of Education has also given the required cooperation in this respect. I am very much thankful to all these persons for their kind cooperation.

I hope the study will be useful to all Single and Two Teachers schools and Education Department

Gargoti

Dr. M. G. Mali

31st March, 1993

We can recognize the syllable used by its very name. The school where only one teacher is in charge of all the students of different standards and different ages. For example, in Maharashtra the teacher in such school generally manages four standards of primary education i.e. standards I to IV. The average enrolment in single teacher school is forty or less than that. In the small villages having population, the number of school going students is always less than forty. The present reference shows that the enrolment

range in such schools is from 10 to 40, depending upon the population of the particular village. According to the reference of educational reports 12.5% students between the age-group of 6 to 11 are expected to enroll in the school. It means that if the population of a particular village is 300, we can expect only 37 students of 6 to 11 age group which comes under the compulsory education scheme. But this is the ideal situation which is generally not to be found in any village. Because the socio-economic background is found to be generally poor. Due to poverty and ignorance of the community we cannot expect all the students of school going age will be in the school. As the villages and hamlets located in hilly and backward areas can have only Single Teacher schools as the sources of education both for students and the community. Single Teacher School is the only alternative of education for such small village which will be in existence in future also.

1.2 BACKGROUND

The Single Teacher School system is the good old tradition of India which is to be found in existence from Vedic period. In ancient India, education started with this system. RATHASHALAS, GURUKULAS or hermit schools were in ancient India. MAKHTABS and MADRASAS in Muslim period were the single teacher school. There was no department of education like today. The system was just like a family affair. Devoted and learned GURUS used to give their services free of cost. No rigid rules were followed for such family type schools. Students used to stay with guru as the family members. The senior students used to teach and guide to the Junior ones. Such senior students are called as MONITORS. In ancient times, Monitors have played the important role in guiding junior students. This system is known as the Monitorial system which has created the curiosity and attracted the educationists in India and abroad. Admissions in ancient times were not so rigid at present. One could take admission, at any time during the year and can leave the school in the same method. So it will be seen that the method was individual method which was very convenient for students in all respects. We found some important favourable reference of the system in the past. . . .

Adam in his investigation has reported that there were 1747 Centres of Domestic Instructions in Bengal and Bihar. Manro found that the system was popular in Madras. The collector of Canara has reported the same thing. So it is very clear that the domestic centres of instructions in the form of S.T. Schools were popular in India. Even at the wellknown centres like Takshashila and Banaras hundreds of students from various places used to come there for education. But the Single Teacher school system remained undisturbed at these centres of higher learning.

In the 17th century Barnier describes -

"Banaras is a kind of University, but it has no colleges or regular classes as in our Universities. It resembles rather the schools of the ancients, the masters being spread over the different parts of the town in private houses. Some teachers have four and some teachers have six disciples; the most eminent may have 12 or 15 but this is the largest number."

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1. History of Education in Indian during British period - Narullah and J.P. Naik.

The Single Teacher school system is the indigenous system of education remained popular in India prior and during the British rule. Adam has rightly stated in his report that " the number of teachers is the same as the number of schools " ³ So it will be seen that the S.T. School system always remained popular and suitable method of education.

1.3 MONITORIAL SYSTEM :

Monitorial system is the outcome of S.T. school system of India. In ancient India, the teacher or DURU used to manage the whole school —where different levels of students of different age used to take admission at their own convenience. Students were allowed to take admission at any time during the year. So it was rather difficult task to manage such group of students. The class method which we find today was not useful and suitable for them. So the teachers in ancient times used to follow individual methods of instruction. For this, the senior and rather clever students were selected as Monitors who helped the junior students in learning process. Monitors used to help and

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2. Travels in India - Bernier
 3. Report of the State of Education in Bengal and Bihar (1835-36) - William Adam.

guide the new comers and junior students for doing assignments and learning new things. In this way the task of the teacher becomes easier and on the other side the students got the opportunity for self study and cooperative learning process. Bombay Education Society in its report of 1817 states :-

What chiefly distinguishes the Hindu schools is the plan of instruction by the scholars themselves when a boy (the girls are never taught ~~to read and write amongst the Natives of India~~) joins the school he is immediately put under the tuition under the care of one who is more advanced in knowledge and whose duty is to give lessons to his young pupil, to assist him in his learning and to report his behaviour and progress to the master. The Scholars are not classed, but are generally paired off, each pair consisting of an instructor and a pupil. These pairs are so arranged that a boy less advanced may be sit next to one who has made greater progress, and from whom he receives assistance and instruction. When, however, several of the older boys have made considerably and nearly equal progress, they are seated together in one line and receive their instruction directly from

the master. By these methods the master has sufficient leisure to exercise vigilant superintendence on the school and to inquire into the progress made by each pupil under his instruction. " 4.

The monitorial system evolved by the Indian teachers in ancient period proved to be the unique contribution in the education field. The system could draw the attention not only of Indian scholars but also of foreigners like Rev. Dr. Andrew Bell, Chaplain of Madras.

Dr. Bell was so impressed by the effectiveness and by its capacity to reduce the cost of education by increasing the number of pupils per teacher that he introduced it in England where it was known as the Monitorial or even the Madras system. Several contemporary documents admit this contribution which the indigenous system of education in India made to the spread of mass education in England " 5

We can briefly state the advantages of monitorial system as follows :-

- (1) The system helped the teacher to manage number of students at a time.

- (2) The teacher could handle - number of classes simultaneously.
- (3) The system created good rapport between the teacher and the taught.

Dr. J.P.Naik the eminent educationist, has rightly stated that the "rapport between the pupils concerned is established, it makes learning a playful adventure

1.4 ADVOCATES OF S.T. SCHOOLS :

We observe contraversies regarding the existance and suitability of Single Teacher Schools as a mean of education for rural community. Some scholars and administrators are found to be of the view that the Single Teacher schools are of no use. They are poor in all respect. On the contrary the eminent educationist like J.A. Richey, Shri. N.S. Subba Rao Mr. K.Little, Shri. R.V. Parulekar and r. J.P. Naik advocated the existance and utility of such

professional training and techniques " 6.

On the basis of their visits and study of such schools they came to the conclusion that the small villages and hamlets can be catered only by S.T. Schools for the education purpose. For example Mr. J.S. Richey while giving serious thought to the problem, he has stated in his article in the Asiatic Review :-

If these statements (i.e. the Single Teacher Schools can never be improved and therefore, are better eliminated) are true we may well despair of the future of rural education in India; for nothing is more certain than that if education is ultimately to reach the more backward and sparsely inhabited tracts it must be by means of the single-teacher schools. No other type is economically possible. But of course, these statements are very exaggerated we have evidence enough in the thousand good single teacher schools in the United States, Canada, Australia and South Africa. I have inspected a number such schools in South Africa and more, I have visited many good single Teacher Schools in India itself' 7

6. Single Teacher School - Dr. J.P. Naik P.S.

7. Asiatic Review - January 1929

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The same view was taken by Shri. N.S. Subba Rao, the Director of Education of Mysore State (Karnatak.) He said " If this is the condition of the things in a country so rich and so well provided that excellent means of communication as the United States of America any scheme of reorganisation and consolidation in Mysore or India where single teacher schools are numerous, must accept for year to come. Such schools are an inevitable part of the scheme of things and attempt to attain the maximum possible efficiency on the basis of such schools. " B

____Mr. R. Littlehales, in his report of 'a reorganisation of education in Laroca State were one step' further and said :

"Single teacher schools under a trained teacher may be quite satisfactory, they are not objectionable, I should go further and allow temporarily single teacher schools under untrained teaches and knowing that a school once closed down, is difficult to resuscitate would not close a school merely because its single teacher was untrained. The policy of the department has been

to abolish single teacher schools and only a few remain, about 60 in number, ten of which are not working. Many schools which were formerly provided with only a single teacher have been closed, others have been provided with an additional teacher. This policy I submit is not for a good of the country, especially in its present stage of educational advancement. In places where the school has been closed, facilities for education no longer exist and the children remain illiterate, places, where an additional teacher has been added, though the individual instruction given to pupils may have been slightly improved, the strength of the school has not been appreciably increased; it has certainly not doubled; further more, the cost of the school has increased twofold though the instruction given has not been improved.

"There will always be small villages where the employment of only a single teacher is all that can be economically justified, and wastage in school effort will always be with us, especially when illiteracy is large, so that single teacher schools will have to remain in parts of Baroda just as they remain in small and out of the way villages in other parts of the world. What is desirable is that where a single teacher school exists, the

teacher should be conscientious in character" and trained. It has not been found impossible in other countries for a single teacher to conduct several small classes in a small village; it should not be impossible in Baroda. I advise the opening of single teacher schools in place where they have been closed and transfer to them to trained teacher." 9

Shri. R.V.Parulekar the eminent educationist of Maharashtra has pinpointed the existence and importance of Single Teacher School in rural area. He said, "those who advocate abolition or ~~amalgamation~~ amalgamation and consolidation of Single Teacher Schools have failed to visualise their indispensable places in the framework of the Indian Educational system. The right approach is to mend these schools rather than to end them." 10.

9. Report on Education in Baroda Stte - paras 102, 103

10. Literacy in India, Chapter X.

1.5 ATTACKS ON S.T. SCHOOLS :-

Though the Monitorial System evolved from the S.T. schools, become popular in the country and abroad, we observe some severe attacks on such schools.

The document of Review of Education in India (1917-22) made a start.

The report states:

"The village school master ill-framed in vitality and learning and depressed by poverty, is in sole charge of school of five classes or sections which he has to instruct in all the subjects of a varied course. There is no fixed date of admission." 11

The Royal Commission on agriculture (1928) upheld the same view and insisted to appoint additional teacher to strengthen the S.T. School.

Hertog Committee (1929) in its critical opinion has made two important suggestions :-

- (1) The single teacher school should have only two classes i.e. Stds. I & II and it should work as branch school instead of an independent school.

(2) Special type of training "should be provided for the teachers in single teacher schools.

The Commission finally realized that there is no alternative to such system in the country like India.

We can examine the contraversies on the issue of S.T. Schools and their importance in rural hilly areas. Those persons who have experienced the rural life and studied the issue deeply, advocated the existence of S.T. Schools strongly. Those who are away from the rural background and do not know the problems of small villages in hilly and backward areas have tried to attack the system.

So, it will be seen that nobody wipe off the existence of S.T. schools as long as the small villages and hamlets are there in India. The S.T. School is the only alternative to provide minimum education to community staying permanently in small villages located in hilly and backward areas. So I am of the firm opinion that the S.T. schools will remain in future also as we see at present in developed countries like U.S.A., Australia, Canada.

CHAPTER II

OBJECTIVES AND DETAILS OF STUDY

II.1 STATEMENT OF THE PROBLEM :

In India, 30% of the primary schools are single teacher schools. In each such school one teacher manages four grades from std. I to IV and even V in some states. There are many schools with two teachers and every teacher has to manage two or three classes. The origin of such schools is found to be in Vedic System of Education which was in vogue in ancient period. As we know, that our country is the country of villages and there are thousands of small villages and hamlets with small population below 300 or less. It has been found that 12% of the children come under school going age which is the compulsory education age group- 6 to 14. So, the small village having population 300, only 36 children will be of school going age which are expected to take admission in local primary schools. But it is observed that all children never take admission or never attend school due to many reasons. Due to poverty and ignorance, their parents cannot afford to send them to schools for the required period. In such small village, single teacher school is the only alternative for providing minimum education to

children. As we cannot abolish small villages in our country, the Single Teacher School or two teachers schools will remain as the only source of minimum education in such village.

Secondly, it is observed that there is misunderstanding with regard to single teacher school. Many people are found to be of the opinion that single teacher cannot manage four standards properly and hence either such schools be given additional teachers or the schools be closed. Without going into deep and without knowing the typical circumstances in small villages, they dare to make loose statements in this respect. It is unfortunate thing that some persons from education field also make such type of statements which are not based on facts found in small villages.

Thirdly, we know that there are single teacher schools in developed countries like U.S.S.R. Australia. England, China etc. and there they are treated as quality schools as other schools. It is the well-known fact that England has introduced the Monitorial System in their schools as it was the very useful system for Single Teacher Schools. In Vedic system, most of the schools were Single Teacher Schools where senior students or

Monitors used to work as Mini-teachers and guided and help the juniors in their study. In this way, Monitors in the Vedic System have played very important role in Single Teacher Schools.

It has been found in our experiment on Single Teacher School, that all the students in S.T. school were divided as under :-

- (1) Classes as I, II, III & IV and
- (2) Houses like A, B, C, D.

In each house, some students from each class were taken together where senior and junior students could come together. It was very convenient formation for all activities, like excursions, visits, paper work, kitchen gardening etc. where senior students managed to work as guide and helped the juniors as teachers, Monitors were selected from the same class which have got the leadership qualities and ability to help in academic and all other matters. So, Monitors and House Leaders having such qualities each work as Mini-Teachers in Single Teacher Schools efficiently if they are properly oriented.

Secondly, it has been found that the habit of self-learning and qualities of leadership are inculcated in students in S.T. Schools. It is not so possible in multi-teacher schools or in big schools.

II.2 MAJOR OBJECTIONS :

- 1) To study the role of Monitors and House headers in Single and Two Teachers Schools.
- 2) To study how far Monitors and House Leaders can work as Mini-Teachers in such schools.
- 3) To find out the areas of duties and responsibilities which Monitors and, House Leader can undertake.
- 4) To explain the important role of Monitors and House Leaders in Non-graded, one and two teacher schools.
- 5) To prepare the "Plan for Non-graded Single Teacher and Two Teachers Schools".

II.3 A BRIEF OVERVIES OF WORK ALREADY DONE IN THE FIELD :

The Single Teacher Schools in India have been neglected by all concerned since long time. However some educationists have done some work and experiments in this field. Late Shri. Rambhau

Parulekar, well known educationist in Maharashtra State, first of all advocated for the existence of Single Teacher Schools in small villages. He has rightly stated in his report that one cannot abolish the S.T. Schools because such schools are the suitable source of education for small villages.

Dr. J.P. Naik, well known educationist in the country opened one experimental Single Teacher School at Shri. Mouni Vidyapeeth, Gargoti, Dist : Kolhapur of Maharashtra. He is the first person in the country to conduct such experimental Single Teacher School. He has published the book titled "The Single Teacher School" in which he has advocated the existence of such schools in India and has stated that there are such schools even in developed countries and they are treated as good schools.

Dr. Naik joined as Adviser in Education Ministry, New Delhi and Dr. D.V. Chikermane, Ex. Director of G.K. Institute of Research at Gargoti continued the experiment in the revised form. The Education Commission (1964-66) has recommended the pattern of Ungraded Unit for S.T. Schools. The same pattern was applied in experimental S.T. School at Gargoti which proved to be very successful. The N.C.E.R.T. provided the financial

assistance for this purpose and suggested to apply the same in neighbouring S.T. Schools. It was introduced in 20 S.T. Schools which helped to improve the quality of those schools and also helped to minimise the wastage and stagnation.

After retirement of Dr. Chickermane, Dr. M.G. Mali (myself) took over the charge of G.K. Institute of Research and continued the Experiment of Ungraded Unit in experimental S.T. School at Gargoti. The experiment is known as the "Gargoti Plan for Single Teacher Schools" which was recommended by many experts at State and National level. ~~The experts from Goa, Div and Daman State~~ had been to Gargoti for observation and they tried to introduce the pattern in their States. But for want of detailed study, well plan, and guidance it was not implemented successfully.

Now I want to develop the plan further as "An Experiment of Monitors and House Leaders in Non-graded Single Teacher Schools" in our experimental school.

II.4 RESEARCH QUESTION & HYPOTHESIS.

If we plan properly and if we provide proper orientation to the teacher, monitors and house leaders in one or two teachers schools, they can work as Mini-Teachers and the school can function

as quality school and we can overcome the serious problems of wastage and stagnation in such schools. Though there is only one or two teachers in such schools, he can get the help of monitors and house leaders from the children of the school in day to day educational programme and they can help a lot. The Monitors and House Leaders will help in the following fields:-

- 1) Organisation of activities.
- 2) Guidance in doing assignments.
- 3) Daily activities like safai, prayer, News reading, Health Parade, games etc.

The system was very popular in Vedic System which is known as Monitorial System. During British rule in India, the educationists and scholars found that system is very useful and effective in S.T. Schools and they introduced it in many schools in England.

If we introduce Non-graded Pattern in such Schools and if we utilise the help of Monitors and House Leaders in the schools, we can have the following advantages:-

- 1) Each child will progress with his own speed and ability.
- 2) There will not be any problem of stagnation or wastage due to failures.
- 3) The Schools can function as quality schools.

- 4) The children in the schools will get the opportunity of self-learning.
- 5) The schools can develop the qualities of leadership, cooperation and team work among children.
- 6) Teachers will manage the school efficiently without any additional teacher.

11.5 COVERAGE :

The experiment will be implemented in 11 schools in Budargad Taluka of Kolhapur District. For this five single teacher schools and five two teacher schools will be selected. This Taluka is one of the backward Talukas of the District having small villages located in hilly area. Majority of the primary schools are single Teacher schools which are found to be neglected almost in all respects.

The Non-graded Single Teacher School at Gargoti will function as the model of experiment and all other S.T. Schools selected for the experimentation will follow the experiment in S.T. school at Gargoti.

(A) Methodology:

Non-graded or Ungraded Pattern recommended by Education Commission (1964-66) and implemented by our S.T. School at Gargoti will be implemented in other 10 S.T. Schools selected for the purpose.

Methodology will include the following important aspects:

- 1) Non-grading of school into houses
- 2) Restructuring of Govt. syllabus of Stds. I to IV into suitable units.
- 3) Organisation of activities related to local environment as per principles of Basic Education.
- 4) Work-plan and orientation of Monitors and House Leaders selected as Mini-Teachers.
- 5) Locating the role of Monitors and House Leaders in S.T. schools.

The Project Director will explain the experiment to all concerned teachers and the education Officers at Taluka level. The teachers from 10 S.T. Schools selected for the purpose will observe the experiment of non-graded pattern introduced in S.T. school at Gargoti. The plan of work will be prepared on the basis of the experiment at Gargoti and through discussion with the concerned teachers. The Project Director will arrange monthly meetings of all the teachers to take review of the work done, difficulties faced etc. and plan for the next month will be prepared which will be of elastic nature. The teachers will be given freedom to make necessary changes suitable to local conditions.

The Project Director and Research assistant will pay frequent visits to all S.T. schools under experiment and observe the working. Necessary changes will take place after discussion with the teachers. The Project Director will arrange teachers' meetings and will explain the plan thoroughly so that the school will get necessary cooperation for successful implementation of the experiment.

As the experiment is activity oriented, the schools will need the following teaching aids and material:

- 1) Maps
- 2) Charts
- 3) Small Black Boards
- 4) Photos
- 5) Models
- 6) Sand Tray
- 7) Material for paper work, clay work, etc.
- 8) Material for organisation of cultural activities.
- 9) Printed syllabus into graded units.

The Project Director will arrange combined meetings of all monitors, House Leaders, and Teachers of S.T. schools. They will be provided proper orientation to play their role properly and efficiently.

The Project Director will prepare Evaluation Proforma to evaluate the academic progress and also the role of Monitors and House Leaders.

VII. Data Collection.

Each teacher will maintain Diary and he will give one full page to each child in the school. The teacher will record the progress of each student in all subjects as per non-graded plan. By doing this, he will be able to tell about the academic progress of each and every child and will guide them accordingly.

The teachers will keep record of the activities and duties performed by Monitors and House Leaders. They will also record difficulties and gains in this respect. The Monitors and House Leaders will also be asked to maintain Diaries in which they will record the duties they performed.

The Research Assistant and the Project Director will have their own diaries to record their visits and observations. So the data will be collected from the following main sources:-

- 1) Records of the teachers
- 2) Records of the Research Assistant
- 3) Records of the Monitors and House Leaders.

11.6 DATA PROCESSION

The collected data from the following sources will be processed methodically:

- 1) Teachers records
- 2) Monitors and House Leaders records
- 3) Observation sheets of the Research Assistant
- 4) Evaluation sheets
- 5) Project Directors record
- 6) Proceedings of the meetings of teachers called for.

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UNGRADED PATTERN OF S. T. SCHOOLSIII.1 BACKGROUND :

I have, in previous chapter, given the historical background, place and importance, physical and academic problems, present organisational pattern, teacher and their difficulties and organisational pattern teaching methods followed by single Teacher school at present. As I have stated earlier, S. T. Schools are neglected part of the primary Education field and it needs serious attention in all respects. Late R. V. Parulekar and Dr. J. P. Naik advocated the importance of such school and they firmly said that S. T. School are the proper agency to provide minimum primary education to the community in small villages. According to them, We cannot think of any type of education without these schools for such small village which are scattered in hilly areas. They were of the opinion that if the S. T. Schools are provided suitable building, required aids and the qualified teacher, they can function efficiently. For this purpose Dr. J. P. Naik started the experimental single teacher school in Shri Mouni Vidhyapeeth, Gorgoti long back. The school was attached to the primary practicing school of training college. The experiment of S. T. School was going on under his guidance for some years back. The experiment provided fruitful and it was the model of trainee teachers and the teachers around Gorgoti.

When Dr. D. V. Chickermana, then Director of the G. I. Institute of Rural Education, Gargoti, took over the charge of the S. T. School and tried the plan in the school nearly for five years. He could evolve the suitable plan for Single Teacher Schools. I was also associated with the work as was attached to the G. K. Institute, Gargoti. Then the Experiment of Ungraded Unit based on the suggestions made by the Education communication (1964-66) was the experiment and I came to the conclusion that the Ungraded Experiment will be the suitable model for all S. T. Schools for their improvement. I have, therefore, tried to strengthen the experiment in the same school for this investigation. So I am explaining the Ungraded Experiment in this chapter.

III.2 PHILOSOPHY OF UNGRADED UNIT EXPERIMENT :

Present pattern of education is graded one. Each child or student is to study one academic year for a particular grade. For example, if a boy joins the school in grade I, he will have to spend one year and at the end he will have to pass the annual examination. If he fails the examination, he will have to spend another year and he will have to repeat the same syllabus to pass the grade I. Unfortunately if he fails again in the same examination, he will have remain in the same grade for more than two years. Suppose, a boy is clever one and he is able to complete the four grades within three years, he will not be allowed to do this. According to the present pattern and the rules of promotion, he must spend one year for each grade. It means, he must spend four years to pass IV th std. He must follow in the line of average students.

But in the Ungraded Unit experiment the situation is quite different. We have abolished the class pattern. Though the students are of different age and are of different level, we consider that the whole school is an one unit. It is just like a family, parents look after the young children, they guide, help and take care of them in day to-day life. So also elder boys help the younger one. The younger boys observe the activities of their parents, their elder brother and tries to behave accordingly. They learn so many things from elder persons in the family. The same philosophy is accepted and implemented in the Ungraded Unit Experiment. The students of different levels are treated as the member of one Unit or the school family. The elder or senior boys who are in the school for two or three years help and guide the younger students in school programme. The senior students are encouraged to take the leadership role in helping and guiding the younger students. It is some kind of decentralised process where the cooperative teaching learning process is encouraged. It is the suitable method for self-study.

III 3. OBJECTIVES :-

The main objectives of ungrading Single Teacher School are as follows :-

- (1) Reducing wastage in Primary Schools due to failure in the traditional examination system especially at lower primary level.
- (2) Giving opportunity to each and every students to progress at his rate or according to his own ability.
- (3) Encouraging the students for self-study, cooperative and brotherly attitude among the students to help each other in learning process.

We know wastage is very high at the I grade level. The wastage occurs due to many reasons. Among these, failures in grade I is the main reason. Nearly 30% of the wastage occurs in grade I only. Wastage is found due to drop outs from the school and detention in the same class because of failures, sometimes the poor parents as they are ignorant, they withdraw their children from the schools for so many reasons. Some cannot provide cloths, text-books etc. for their children, some need help of their children in day to day life for their livelihood, some are reluctant to send their children to schools as they do not know the importance of education. Sometimes it happens that the teachers of primary schools try to enroll all the children coming under compulsory age-group (6 to 14) but many of them do not turn to schools. Those and such other reasons are wellknown and hence there is no need to go into details. Here, I want to state that to reduce wastage is one of the main objectives of ungrading S. T. School.

Secondly, all the students in the school are not of the same ability. But our present teaching and examination pattern followed in all schools presumes that all students are of equal ability. But it is clear that this is the wrong method. Class method followed by the teacher is not suitable for all the students in the school. The students of the average ability and exceptional students of high ability do suffer in this pattern. So we have given the opportunity for all students to progress at their own rate. Nobody is sufferer in the experiment. The clever student can complete four standards within 3 years and go ahead.

Thirdly, all the students are given encouragement for self-study and for helping each other while doing assignments and activities in the school. They are also encouraged to behave like brothers and sisters in the family. We have found these are main assets of our Ungraded Unit Experiment.

III- 4. SYLLABUS INTO UNITS :

In the Ungraded Unit Experiment, the syllabus of four standards (I to IV) is recasted into units. We have recasted the syllabus into graded units of two subjects i.e. language and Arithmetic. Each lesson of language text book forms the one Unit. The syllabus of Arithmetic is also recasted into suitable units. All these units have got printed on card paper and such printed cards are maintained by the teacher with the help of the senior students in the school.

General knowledge and the activities like game, gardening, excursions are common for all the students in the school. We have found in our experiment that there is no need of teaching general knowledge subject for each grade separately. The teacher should teach the subject commonly. We know the grasping level of the students is rather unequal, So neither the students nor the subject suffers in the process. On the contrary, the young students get the opportunity to observe the behaviour and action of the senior students and try to imitate them. The activities like game, gardening etc., the newly joined children i.e., young students need the help either of the school teacher or the senior students in the school. The younger students are much benefited in this pattern. In big schools, the young students from grade I or II do not get such benefit from elder students. Because all the grades are separated from

each other on permanent basis. The students have to rely only on the teacher. But in ungraded unit pattern, the young students are much benefitted as the elder students help and guide them whenever necessary. The experience of the home life where every member comes forward to help the other without any hesitation. The student can enjoy the family and cooperative life in the experiment. So the recasted syllabus and the cooperative teaching-learning process help the students to progress according to their abilities. The recasted syllabus printed on card paper is given in App. at the end of the report.

III-5 SEATING ARRANGEMENT ;

Seating arrangement is also one of the important aspects of Ungraded Unit experiment. Class method in big school is discarded in this experiment. Two types of seating arrangement is followed in the school.

- (1) Grading seating arrangement
- (2) Housewise seating arrangement.

When the teacher teaches new unit of languages and arithmetic, gradewise seating arrangement is made. The students of equal level are grouped together as the suitable unit for teaching new topics of the syllabus. For example the students who have taken fresh admission in the school are treated as one grade. The students who are in the second year are taken as second grade. In this way all the students are grouped into four grades for teaching languages and arithmetic only. For remaining subjects like general knowledge, game, gardening etc. the house system is evolved which has proved to be suitable one.

While forming houses the students, we take two or three students from each grade. Each house consists 8 to 10 students from four grades. The number of students in each house will depend upon the total strength of the school. In this way the four groups are formed for the purpose. Each house consists junior and senior students of different level. Now it will be clear how the grouping pattern is followed in the experiment.

Secondly, we elect monitors and house leaders for each grade and house respectively. While electing monitors and house leaders, we see that they are rather clever students with some better ability. When a particular grade is busy with the assignments given by the teacher, the monitor help and guide the other students as and when necessary, If the difficulty is beyond his control, he requests the teacher for guidance. The same case with the house leader also. When the particular house is busy in doing some activity and when the young boys need help the house leader come forward to help and guide the needy students.

The pairing system or the friend system is also followed in the experiment when the teacher arranges visit to post office or Gram Panchayat, the younger boy accompanies the elder one. The elder boy takes care of the younger one as if he is his younger brother. The pairing system is also utilised while solving the languages assignment senior boys help the junior in doing assignments.

For social studies, general science, health and hygiene the group pattern is followed. The students in the school after some practice become accustomed to change from one pattern to another.

III-6 MAINTENANCE OF RECORDS :

Maintenance of record is the must things in the experiment. Teacher as well as the students have to maintain particular type of records which is the essential part of the experiment. Each student is supplied printed cards of units based on the syllabus of four standards i.e. Std. I to IV. The fresh students take the help of monitors or house leaders while keeping the cards duly tick marked. Each such card is countersigned by the teacher. Each student has to maintain three cards. One for language, second for arithmetic and third for general knowledge. The assignment are printed on such cards and columns are kept to enter the dates of completion.

The teacher has to maintain individual cards of all students and the monthly records sheet showing the names of all students and assignments completed by them. The monthly reports are consolidated at the end of the academic year which shows the total performance of the each student, in each subject.

III - 7. TEACHING METHOD & EVALUTION :

As I have stated earlier, the teacher in S.T. School has to manage four grades and to cover the syllabus of four grades within an academic year. On the contrary, the teacher in big school has to manage only one grade assigned to him and he is to cover the syllabus of only one grade within an academic year. So it will be seen that the teacher of S.T. School has much more responsibility than the teacher big school. Hence it is necessary to find out the ways and means to complete the syllabus of four grades satisfactorily within the specific period. For this purpose we have followed the following method in the Ungraded Unit

Experiment :-

- (1) Individual teaching-learning method.
- (2) Group method
- (3) Graded teaching method
- (4) Self-study method

In the individual method, the students can progress according to ability. Thier favourable or infavourable circumstances. He can go ahead with the units of recasted syllabus one by one. The clever boy who is regular in the school can progress rapidly and second boy who is unable to attend

regularly and who is of average level can progress slowly according to his ability. But he will never fail in the examination. Performance in the ungraded school will not be common. The syllabus of language and arithmetic only is recasted into units for the purpose mentioned above.

In group method, all the students in the school treated as one unit. The suitable seating arrangement is evolved for this purpose which will be explained lateron. Except language and arithmetic all other subjects like general knowledge and activities like games, gardening, visits are managed like this. We have found that this method treating the whole school as the one unit as the suitable method for the subjects other than the languages and arithmetic. The syllabus of language and arithmetic is graded one. So we have followed the graded teaching method. When we treat the school as one unit, the senior students while they are doing activities related to syllabus. This situation helps to create brotherly and cooperative attitude among the students as in the family at home.

The Graded Teaching method is used only for languages and arithmetic purpose. As the syllabus of four grades of these subjects is graded one, we must take the groupwise or gradewise teaching in this respect. The difficulty level for these subjects remains to be different and hence the method is suitable to teach graded syllabus.

We, in this experiment give much importance to the self-study method where every boy tries to solve the given assignment by the teacher. In the big school, as the teacher has enough time at his disposal, he follows the spoon feeding method and tries to talk and talk before the students. He seems to be under wrong impression that all students are blank, ignorant and so he must teach each and everything to them. We know it is the wrong method where students cannot get any kind of opportunity. But in the Ungraded school, every student has the opportunity for self-study and he becomes able to accept the challenge during his student life. Of course, the monitors, group leaders and teacher help and guide them as and when necessary. Assignment prepared by the teacher in advance are based on the teaching of the teacher in respect of language and arithmetic subjects. All such assignments of the objective nature where short questions like fill in the blanks, short answers, wrong or right and drilling types given to the students gradewise.

Now, I shall explain the evaluation procedure. we, in our ungraded school, have discarded the routine type of annual examination for Stds. I, II and III. We know the present practice followed in the schools that the annual examination is held and the result is declared where some students pass the examination and some fail in it. The failed students are forced to stay in the same class for another year. Some failed students take shock of such examination and they drop off from the school. We find that there is very high percentage of drop off students in class I than in any other class. The parents of such failed children, from the school. Education Commission (1964-66), has pinpointed the same thing.

The commission has recommended that Grades I and II should be merged into one unit and examination be held at the end of the second year. We have gone one step further and decided not to take any traditional examination upto grade III. So there will not be any problem of failures upto grade III. Instead of the tests to judge the performance of the students which will show the progress of each students in the different subjects. It will help the teacher to plan his work suitably and each student will know his own progress compared with others. We have found two types of advantages from this testing procedure. One is that the teacher can judge the performance of the school and the second advantages is that the students can compare their progress with the other students in the school and try to go ahead with the other progressive students. It is some kind of encouragement to each students for self-study for attending the school regularly.

CHAPTER IV

DETAILS OF SCHOOLS SELECTED FOR EXPERIMENT

IV. 1

The Experiment of Monitors and House Leaders in Non-graded Single and Two Teacher Schools was implemented in ten schools. The Single Teacher School at Gargoti was a model experimental school where non-graded pattern was implemented before this experiment. The investigator was in charge of this school and the non-graded pattern was conducted under his supervision. The results were very encouraging which have proved to raise the quality of the school in all respects. The experiment helped to wash off the wastage and stagnation problems. The students could progress as per their ability and hence there was no case of failure. Self learning aspect was encouraged along with various types of activities used as the medium of instruction and education.

The experimental school at Gargoti is well equipped and it has got trained, young and enthusiastic teacher who is working with devotion. It is the common experience that the quality and quantity of the school depends upon the quality of the teacher. In other words the quality of education is mainly dependent upon the quality of the particular teacher. Accordingly, the school at Gargoti was much benefitted by the good teacher. The experimental school at Gargoti is the part and parcel of the practicing Primary school having standards I to VII. The Education Department of the Government of Maharashtra has kindly approved this experimental single teacher school as Aided school and hence it is possible for the management to conduct the experiment.

Out of the remaining ten schools, five schools are single teacher schools and five schools are two teacher schools. Gargoti is the Taluka or Tahasil place of Bhudargad Taluka, Bhudargad is the old fort and Taluka is named and known by this fort. Taluka is one of the backward Talukas of Kolhapur District which is covered by the ranges of Sahyadri. There are 100 villages in this Taluka of which most of the villages are small villages having population below 1000 or so. Some small villages are not connected with pucca approach roads and hence not approachable easily in rainy season. Some school villages selected for the experiment are not connected with Pucca roads. In the rainy season, they are approachable by foot only. The details regarding these schools are given in this chapter.

Table No. 1

List of the Schools With Required details

Sr. No.	Name of School Village	Population as per 1991 Census			Distance from Gargoti in KMs.	Read Type	School Type
		Male	Female	Total			
1.	Bhosemodewadi	152	193	345	8	Kacca	ST
2.	Barve Bk. (Group Gram Panchayat)	837	897	1734	7	Pucca	ST
3.	Donawade	403	480	883	6	Pucca	2 Teacher
4.	Hanabarwadi	295	240	535	2	Pucca	2 Teacher
5.	Mahalwadi	252	240	492	3	Pucca	2 Teacher
6.	Malwadi	227	225	452	5	Kacca	2 Teacher
7.	Palewadi	132	148	280	6	Kacca	S.T.
8.	Pacharde	248	287	535	6	Pucca	S.T.
9.	Shindewadi	266	292	558	5	Kacca	2 Teacher
10.	Vanagutti	234	251	485	9	Kacca	S.T.
11.	Gargoti	6543	5659	12202	- Model S.T. School		

IV. 2

It will be seen from the Table given in this chapter that the total number of schools selected for the experiment are located in small villages in hilly areas. Out of these 10 schools, 5 schools are Single Teacher Schools and the remaining 5 are Two Teacher Schools. All schools are within the radius of 10 kms. from Gargoti Head Quarters or Taluka place. Regarding road facilities, it will be seen that 5 schools are connected with Pucca roads which are approachable in all seasons and 5 schools are having Kaccha approach roads. They are not easily approachable in rainy season.

IV. 3

The problems faced by Single Teacher Schools are also faced by Two Teacher Schools. Even in Two Teacher Schools one teacher has to handle at least two standards at a time. So, he has to take the help of Student Monitors and House Leaders in teaching learning process. The Investigator while discussing with the teachers in experimental schools, they opined that they have to seek the participation of Monitors and House Leaders in day to day working. They also stated that the participation of Monitors and House Leaders have proved to be very helpful and also effective.

TABLE NO. 2

Boys and Girls in the school selected for Experiment

SR. No.	Name of the School	Students in I Std.			Students in II Std.			Students in III Std.			Students in IV Std.			Total		
		B.	G.	Tot	B.	G.	Tot	B.	G.	Tot	B.	G.	Tot	B.	G.	Tot
1	Hanabar-wadi	3	12	15	5	7	12	12	9	21	12	6	18	32	34	66
2	Palewadi	1	2	3	7	1	8	7	5	12	4	2	6	19	10	29
3	Mahalwadi	7	5	12	9	5	14	5	7	12	4	4	8	25	21	46
4	Bhos Mody-achiwadi	3	3	7	1	3	4	5	9	14	7	2	9	16	18	34
5	Whanaguty	5	1	6	3	5	8	4	3	7	2	1	3	14	10	24
6	Barve BK.	4	2	6	2	3	5	5	7	12	5	5	10	16	17	33
7	Malwadi	2	4	6	2	3	5	2	2	4	1	5	6	7	14	21
8	Shindewadi	6	11	17	10	5	15	8	11	19	6	12	18	30	39	69
9	Pacharde	4	12	16	8	6	14	20	14	24	12	2	14	32	36	68
10	Donwade	13	6	19	11	13	24	15	14	29	8	8	16	47	41	88
11	Gargoti	8	3	11	8	4	12	8	3	11	7	3	10	31	13	44

It will be seen from the Table that enrollment range is from 21 to 88 students i.e. highest enrollment is found in Donawade School and lowest enrollment is in Mahalwad; S.T. School. The schools having student strength 46 and above are Two teacher schools.

These details will be very useful to study in detail these schools.

CHAPTER V

SUGGESTED PLAN OF ACTION

ACTION PLAN FOR IMPROVEMENT OF SINGLE TEACHER AND TWO TEACHERS
SCHOOLS.

V. 1 Background :

Forty percent of the primary schools in India are Single Teacher schools. The same percentage is found to be in the State of Maharashtra, I have given the details in the previous chapters in this report.

The Single Teacher schools are facing both academic and physical problems all over India. The Bhudargad Taluka, one of the backward talukas of the Kolhapur District is the suitable sample for this study because the number of single teacher schools is almost equal to multi teacher schools. The Taluka is covered by very small villages and hamlets where only Single Teacher school is the suitable unit for providing minimum education both for school going children and the community. Ours is a developing country with limited sources of money trying to have development in various fields. Education is one of them. During post-independence period especially during the plan periods number of primary schools were opened in schoolless villages and small villages. They were mainly single teacher schools. Efforts are being made to provide free, compulsory and universal education to all the children between the age group of 6 to 14. It was but natural that the number of single teacher schools has increased but the present position of single teacher schools in all respects is not satisfactory.

They are lagging behind both in academic and physical facilities. No State Government can provide required finance for physical development of these schools. Supposing, the local community is ready to contribute for the developing programme, the State Government or the Education Department cannot provide sufficient funds at a time. As far as the academic progress is concerned, it cannot be achieved within a short period. So the process of development of these schools will be step by step. I have tried that the plan at Gargoti as the Ungraded Unit experiment for this purpose which will be implemented by any single teacher school anywhere in India. The action plan will be as follows :-

DAILY TIME-TABLE OF UNGRADED SINGLE TEACHER SCHOOLS

MORNING SESSION (7.30 a.m. to 10.30 a.m.)

7.30 to 7.45	SAFAI	Students will meet housewise and clean the classes and school premises. Each house will change the plot allotted to it once a week.
7.45 to 8.00	COMMUNITY SINGING & PRAYER	Students will recite the song written on the black-board. The song will change every week.
8.00 to 8.15	ROLL CALL	Students will count the number house wise and class wise. Presentee will be taken and will be entered on the Block board.
8.15 to 8.30	NEWS REDING	The news will be written in advance on a black-board and located in the map of India. Children will read the news and the teacher will explain it.
8.30 to 9.00	HEALTH PARADE	The teacher and some times the monitors will inspect teeth, nails cloth of children and required instruction will be given.
9.00 to 9.30	GARDNING OR PLAY, WORK	Students will work on the plots assigned to the houses and grow vegetables on them.
9.30 to 10.00	GENERAL INFORMATION	The teacher will explain some topic of general knowledge or social studies for the whole unit of four grades.

10.00 to 10.30 STORY TELLING AND READING The teacher and some times the students will tell or read the stories before the house wherever possible the stories will be dramatised.

AFTERNOON SESSION (3.00 p.m. to 5.30 p.m.)

3.00 to 4.00 ARITHMETIC Teachers teaching and assignment for self-study given to students. Normally each grade will have teaching for 15 minutes and self study for 45 minutes. Teaching will be done by rotation.

4.00 to 5.00 LANGUAGE Teaching and assignments as above.

5.00 to 5.30 GAMES Free games will be arranged housewise.

N.B. The morning session will be arranged housewise. The afternoon session will be grade-wise for the first two hours and housewise thereafter. As I have explained before, the time-table given above is based on the experiment conducted in our experimental single teacher school at Gargoti.

V - 2. SYLLABUS AND THE ASSIGNMENTS.

As I have explained earlier the present syllabus framed by the Education Department for Std. I to IV is recasted into units and assignments which is given in Appendix at the end.

We have got printed cards showing graded units seperately for Language, Arithmetic and General Knowledge. Each student is given all the three printed cards for the assignments and for entering the dates of completion of particular units of the particular subject in the columns kept for this purpose.

I have also given some sample assignments of language and arithmetic based on recasted syllabus and which were used in our experimental school. The teacher in the S.T.School required orientation and some skill to prepare the suitable assignments for students. The teacher cannot prepare such assignments as and when needed. He requires to prepare such assignments well in advance.

V - 3 . OTHER REQUIREMENTS

For the academic progress and for smooth working of the S.T.School the minimum equipment is required for each and every S.T.School as various types of activities are used as the medium of instruction in this experiment. The school must have the required material for this purpose. The names of such items are given below :-

ITEM	NO. OF ARTICLES
1. Black-Board	5
2. Maps-village, Taluka, Districts state and India	5
3. Charts & Pictures	15
4. Gardening Equipment	
5. Material for paper work and Clay-work	
6. Cultural activities -- National Flag. Photos of National leaders & the required material for celebration fo cultural and National activities in the school.	
7. Books for general reading Simple story books covering autobiographian etc. (please see the list in Appendix)	
8. Equipments for games :- Balls, Lazim, Dumbells etc. is required.	

The minimum items of equipment are given here. If the school gets more equipment than this it will be more useful for the school boys.

I am sure if the teacher in the S.T.School implements the plan in the school properly the school will develop upto the mark.

V - 4. ROLE OF MONITORS.

Major objectives of the Experiment were to study the role of Monitors and House Leaders in Single Teacher and Two Teachers Schools. After implementing the experiment it is revealed that the Monitors and House Leaders can play the following role which is very helpful to raise the quality of the small schools. The details regarding this are given in the separate chapter. However broad areas are given below :-

Monitors :-

National Institute of Education
Library & Documentation
Unit (N.C.E.R.T.)

Acc. No

F-19900

Date

20-10-93

- 1) Assignment supervision
- 2) Distribution of daily work like safai, gardening etc. among students.
- 3) Distribution and collection of material.
- 4) Bringing children to schools.
- 5) Help to House Leaders.
- 6) Engage class when the teacher is on leave.
- 7) Seating, standing and walking arrangements.
- 8) To help the weaker students to study while doing assignments.
- 9) Follow up of instructions given by the teacher.
- 10) Arrangements of activities and cultural programmes.
- 11) Maintenance of discipline.

2.5 HOUSE LEADERS

House Leaders are selected on merit. They are selected after considering their leadership qualities and talent. It is found that the House Leaders can play the following role :-

- 1) Supervision of indoor and outdoor common activities.
- 2) Arrangements for prayer, games etc.
- 3) Maintenance of discipline.
- 4) Distribution of milk, sukadi etc.
- 5) Leadership in organisation of games, cultural activities etc.
- 6) Control and guidance to particular house.
- 7) Reporting difficulties to teacher.
- 8) Overall control of common activities and guidance for successful implementation.

It will be seen from the role played by Monitors and House Leaders is rather common and related to each other. If they are given proper orientation and guidance and if the teacher is in a position to believe in students, the teaching-learning process will be more effective and students will be able to do self study and assignments on their own. The common misunderstanding is to be found among teachers that they as Gods, knowing everything and all the students are completely ignorant and they need spoon feeding in all respects. It is observed that most of the teachers make the students unlearn instead of learn. This type of misunderstanding is very dangerous in the formal system of education especially at elementary level, because this is the beginning of good qualities like thinking, trying, playing of leadership role etc. For this, Ungraded pattern is very useful and students get encouragement to develop original qualities. It is the proper place where students can get enough opportunity to take initiative in all respects.

SUMMARY, FINDINGS AND RECOMMENDATIONS

The first chapter is devoted to give historical background and present position of single Teacher and Two teacher schools in India. Many people make positive and negative comments regarding these small schools located in very small villages in hilly backward areas. They do not consider their importance in small villages where they are only source of education and guidance both for children and community. As Mahatma Gandhi said that India is the country of villages and nobody abolish the existence of small villages in our country. The small villages will be in existence in future also. Moreover, number of small villages are increasing with newly established localities. For such small villages single Teacher School is the only source of education required for each child and citizen.

VI. 1

In the beginning of the first chapter, I have explained the nature of S.T. School and its background with short history. On the basis of the old educational reports, I have tried to state that monitorial system was in existence and it was very effective and popular in ancient period also. Secondly, I have taken the brief review regarding S.T. Schools and showed that majority of the experts and educationists are advocates of S. T. Schools. While some are against the existence of these schools, I have given the reference of Late, Dr. J. P. Naik wellknown educationist who has advocated the S. T. Schools and urged to develop them in the interest of masses residing in rural areas in small villages. He has first of all conducted the experiment of S. T. school at Gargoti and wrote a book on the subject.

He has proved that the S.T. school if properly managed with experienced and enthusiastic teacher, can function as quality school which will develop as community school.

It is just an introductory chapter where brief history and background is given with important references, Objectives and details of study are given in Chapter-II in this report.

According to National policy of Education-1986, the Operation Blackboard Scheme is being implemented in the country. There is a provision to give additional teacher to S. T. School. Slogans are being given to abolish all S. T. Schools by giving additional teachers to all these Schools. But it must be taken into account that there are many small villages without schools and there are many S. T. Schools having only 10 to 15 student strength for such small villages, there is no need of two teachers. One teacher can manage the school by providing personal attention to each and every child. I have in this chapter given the examples of developed countries where S. T. Schools are in existence and they are popular, in the statement of the problem, I have tried state the advantages of S. T. Schools by giving some examples of self learning aspect, development of leadership qualities etc. Major objectives are given in this chapter and a brief overview of the work already done in the field has been taken in detail. I have quoted the names of Late, Dr. J. P. Naik, Late Dr. R. V. Parulekar, Dr. D. V. Chickerruane, Dr. M. G. Mali etc, These are persons who have done pioneering work in this field.

VI. 2

Under research question and hypothesis, I have stated some burning problems faced by S. T. School and Two teachers schools. Problems are of two types, There are academic as well as physical type. Then I have stated the Ungraded pattern for S. T. School and Two teachers schools and its advantages. Under this pattern child can get the opportunity to progress with his own speed and ability. The schools can overcome the big problems of wastage and stagnation. The students get the opportunity of self learning and participating in various types of activities where they can develop their original qualities. On the basis of this, the schools can develop as the quality schools.

VI. 3

Under methodology, I have stated the Ungraded pattern recommended by Education Commission (1964-66) and implemented by Gargoti S.T. School is the base of this study and with same required modifications, the pattern is implemented in the study. Non-grading of school, organisation of activities related to local condition, selection of monitors and House Leaders and their orientation of concerned teachers, restructuring of syllabus into units. All the aspects are given under methodology. I have stated that the data will be collected and will be processed from the following sources:-

- (1) Records of the teachers, (2) Record of Research Assistant and
- (3) Record kept by the Monitors and House leaders.

VI. 4

In chapter-3 details of Ungraded pattern of S. T. Schools are given. After explaining the background of ungraded pattern the philosophy of Ungraded Unit Experiment is given wherein, it will be seen that the class method followed by formal education system is abolished and family type pattern is implemented in the pattern. Whole school is treated as one unit as in family unit where elders will help the younger one. The objectives of the Ungraded Unit Experiment are stated in this chapter. Reducing wastage and stagnation by giving opportunity to each child to progress at his own rate according to his ability, encouraging students for self study are the main objectives. The most important thing in the experiment is that the government syllabus is recasted into units. It is arranged as graded one and it was got printed on separate card papers so that it was possible to supply the copies of it to each and every child. General knowledge, activities like games, gardening etc. were arranged common for all the students. This arrangement helped to save time and successful implementation of the activities.

Housewise and gradewise seating arrangement is the important aspect of this pattern and selected monitors and House Leader help a lot by various ways. Pairing and friend system is also followed in the pattern. Maintenance of records by the teachers and students so also teaching method and evaluation procedure are also important aspects explained in this chapter. The details of schools selected for experiment are given in chapter-IV Gargoti S. T. School was model in this study. Out of the ten schools selected for the study, five schools are Single Teacher Schools and five schools are Two Teacher Schools.

The lowest strength of the school is 21 and the highest strength is 88.

Half of the schools are not connected with pucca roads and remaining schools are approachable in all seasons. The details regarding gradewise enrollment, population of school villages as per census 1991, distance from Gargoti i.e. Taluka place, road type etc. are given in this chapter.

In chapter V the Action Plan for improvement of single Teacher and Two Teachers Schools is given. After explaining the background, daily time table is given in two sessions i.e. morning session and afternoon session secondly, minimum equipment required for the school is also listed in this chapter. The details of role played by the monitors and House Leaders are given in this chapter at the end.

VI. 5

FINDINGS :

As I have stated earlier, the Experiment of Monitors and House Leaders was conducted in ten schools in Bhudargad Taluka of Kolhapur District of the Maharashtra State. I have stated earlier that as long as the small villages are there, Single Teacher Schools will be there. As per directives of Indian Constitution and National Policy of Education (1986) it is our binding to provide compulsory primary education to all the children upto their age of 14. Accordingly many measures are being taken by State Governments and at National level for universalisation of primary education. There are thousands of small villages at present without any schooling facility. There is no other alternative except Single Teacher Schools for small villages and hamlets. So, the states and centre should not

neglect the importance of single teacher or two teachers schools. On the contrary, they must be attended very sympathetically in all respects. All types of measures must be taken to strengthen these schools as they are the only source of education for students and local community.

On this background, the Investigator has undertaken experimental work regarding single teacher schools since long time and this experiment of Monitors and House Leaders is further next step in the education field. The finding of this experiment are very useful and encouraging. The Investigator has realised that if the Gargoti Pattern of Ungraded Unit is implemented in all single teacher schools step by step, they will develop into quality schools. On the basis of the data collected in the experiment and the records kept by the teachers, students and Research Assistants very useful findings have been recorded.

VI. 6

GENERAL FINDINGS :-

- 1) The experiment could create family atmosphere in the school.
- 2) It could create cooperative attitude among students.
- 3) The students got enough opportunity to develop their good qualities.
- 4) Self learning aspect was developed among students.
- 5) Students become more responsible and enthusiastic in accepting responsibilities and leadership role in schools and at homes.
- 6) It helped to reduce wastage and stagnation.
- 7) Erradication of traditional failure system.
- 8) Each child was allowed to progress as per, his ability and convenience.

- 9) Teachers in single teacher and two teachers schools were realised that the students are not completely ignorant.

They can shoulder the responsibilities if they are properly oriented.

- 10) Some students can develop as Mini-Teachers who can help the teacher in teaching learning process.

VI. 7

ROLE PLAYED BY MONITORS :

It is proved in the experiment that the role played by the monitors is as follows :-

- 1) Giving and checking of assignments in the form of revision.
- 2) Distribution of daily work like safai, supply of drinking water, gardening, prayer, news reading and writing etc.
- 3) Distribution and collection of teaching learning material.
- 4) Marking of presentee and absentee when the teacher is on leave.
- 5) Bringing children to school who are irregular or absent.
- 6) Helping house leaders as and when necessary.
- 7) Engage class when the teacher is on leave.
- 8) General checkup to cleanliness of the children in the class
- 9) Seating, standing and walking arrangements as per requirement
- 10) Helping slower or weaker children in the class while doing assignments, activities like gardening, paper work, mud work play activities, visits excursion, cultural activities etc.
- 11) Reporting difficulties or problems to the teacher of the particular class and students
- 12) Follow up of activities and suggestions given by the teachers.

- 13) Distribution of milk, sukadi, or eatables.
- 14) The helping sick children and reporting to teacher and parents.
- 15) Maintenance of discipline.
- 16) Welcoming teachers and guests coming to school and class.
- 17) Leadership in cultural and social service activities.

VI. 8

Role Played by the House Leaders

- 1) Safai of school building and campus
- 2) Seating and standing arrangement for daily prayer.
- 3) Daily cheque up of cleanliness
- 4) Prayer, news reading and writing on the news board.
- 5) Maintain discipline among students while going out for activities, visits cultural activities etc.
- 6) School decoration.
- 7) Distribution of Milks, Sukadi or any other eatables.
- 8) Leadership and participation in games and cultural activities
- 9) Distribution of teaching, learning material and games equipment.
- 10) Control and guidance to formed group.
- 11) Leadership role in all group activities like story telling, singing, reading, games, cultural activities, paper work gardening etc.
- 12) Organisation and guidance activities in the absence of the teacher.
- 13) Reporting difficulties like sickness, uniform, material etc. to the teacher.
- 14) General supervision of the group for progress.
- 15) Welcoming teacher guests, officers of education department etc.

16) Writing daily presentee and absentee on the black-board.

RECOMMENDATION :

1. Ungraded Unit pattern has been proved to very effective and useful for single and two teachers schools and it should be implemented in all such schools in India so that these schools will develop as quality schools.
2. Hand book giving for teachers all details in single and two teachers schools be prepared on Ungraded unit pattern and should be made available to all teachers.
3. The State Governments through Zilla Parishad as should conduct at least two Experimental single Teacher schools in each District.
4. NCERT and SCERTS should encourage such experiments in different parts of the country especially where the number of single teachers schools are more.
5. SCERTS should organise work-shops on the subject for further improvements and developments.
6. Considering the large number of single and two teachers schools and their permanent existence in the country, NCERT should open separate cell for such school improvement programme with a small expert committee.

APPENDIX - I

Details of the School Villages
Selected for Experiment

Sr. No.	Name of School Village	Population of School Village as per 1991 (Census)		
		Male	Female	Total
1.	Hanabarwadi	295	287	582
2.	Palewadi	132	148	280
3.	Mahalwadi	252	240	492
4.	Bhosemodewadi	152	193	345
5.	Vanagutti	243	251	494
6.	Burve BK.	837	897	1734
7.	Malwadi	227	225	452
8.	Shindewadi	266	292	558
9.	Pacharde	248	287	536
10.	Donawade	403	480	883
11.	Gargoti	6543	5659	12202

लक्षणपत्र-भाषाच-संग्रह

प्रश्नसंग्रह - २

चाचणी - २

विभाग - ३

१.३ अपूर्णक-वैरीज व बजावाको

१.४ भाषाकार

१.५ विभाषावा

१.६ बजावा अपूर्णक

१.७ दिलेल्या कोवाएवढा कोव सोडणे

१.८ वित्तदक्षिणा

१.९ क्रिया करण्याचा क्रम

प्रश्नसंग्रह - ३

चाचणी - ३

विभाग - ४

२.० अपूर्णक-वैरीज व बजावाको

२.१ सम आणि विषम संख्या

२.२ विभाज्यतेच्या कसोट्या

२.३ वजन, अंतर, द्रवमाण

२.४ समीकरणे

२.५ शाब्दिक सदास्वरूपात क्रियांचा क्रम

घटना एक-प्रश्न बलेक

बादूचा चौरस

प्रश्न संग्रह - ४

चाचणी - ४

संग्रह व वाचन संग्रह (संग्रह)

संग्रह व वाचन संग्रह (संग्रह)

APPENDIX - III

Schoolwise List of Monitors

Sr.No	Name of School	Std	Name of Monitors
1.	Bhosemodachiwadi	I II III IV	Sagar Dhondiba Desai Pravin Pandurang Kadam Kundalik Shankar Desai Krishna Yeshawant Desai
2.	Barve B.K.	I II III IV	Vaibhav Tanaji Patil Santoshakumar Manohar Indulkar Amol Yashawant Powar Avadhut Vilas Indulkar
3.	Donawade	I II III IV	Anil Ganapati Hande Sandeep Shivaji Desai Mahish Blasso Salke Anil Narayan Desai
4.	Gargoti	I II III IV	Yauvaraj P. Bardashkar Supriya S. Deshpande Swati D. Bhosale Vikas Rayjadhav
5.	Handbarwadi	I II III IV	Geeta Maruti Patil Sunil Shankar Vadar Gundapa Govind Vadar Suresh Shankar Vadar
6.	Malalwadi	I II III IV	Subhash Patil Suresh Korane Malati Korane Ram Naik
7.	Malwadi	I II III IV	Ashok Krishna Bhakte Rajendra Baburao Shinde Sanjay Sadhashiv Gadekar Pravin Maruti Kokate
8.	Palewadi	I II III IV	Sagar Dhondiba Desai Pravin Pandurnag Kadam Kundalik Shankar Dasai Krishna Yeshwant Desai
9.	Pacharde	I II III IV	Krishna Shripati Patil Uttam Pandurang Bhanigre Suresh Dattatray Sutar Sunita Ramchandra Patil

10.

Shindewadi

I
II
III
IVAmol Rajaram Tondole
Vikram Krishnarao Ghugare
Narayan Hari Palekar
Vijay Shankar Sawant

11.

Vanagutti

I
II
III
IVAjit Pundlik Salokhe
Dattatray Darat
Arun Tambekar
Sanjay Y. Khantgale

APPENDIX - IV

LIST OF HOUSE LEADERS

Sr. No.	Name of School	Chief House Leader	Assistant
1.	Bhosemodewadi	Shivaji R. Desai	Ramesh V. Desai
2.	Barve BK.	Amol Y. Pawar	Bharat M. Patil
3.	Donawade	Anil N. Desai	Sandeep S. Desai
4.	Gargoti	Vikas E. Rayjadhav	Supriya S. Deshpande
5.	Hanabarwadi	Suresh S. Vadar	Geeta M. Patil
6.	Mahalwadi	Subhash Korane	Sadashiv Korane
7.	Malwadi	Ashok K. Bhakte	Sanjay S. Gadekar
8.	Pulewadi	Sagar D. Desai	Krishna Y. Desai
9.	Pacharde	Krishna S. Patil	Shivaji S. Kamble
10.	Shindewadi	Amol R. Tandale	Vijay S. Sawant
11.	Vangutti	Sharad S. Rajegre	Arun Tambekar

A P P E N D I X - 6

SAMPLE REPORT OF THE SCHOOL AT BHOSAMODEWADI

वर्ग नायक गट नायक यांचे

कार्य, संशोधन प्रकल्प (1989-91)

प्रायोगिक शाळा

विद्यामंदिर भोसमोड्याची वाडी

ता. भुदरगड, जि. कोल्हापूर

एक शिक्षकी व दोन शिक्षकी शाळांतील वर्ग नायक गट नायक यांचे कार्य

संशोधन प्रकल्प (1989-91)

प्रमुख मार्गदर्शक

डॉ. मा. गो. माळी

प्राचार्य जावडेकर शिक्षणशास्त्र महाविद्यालय

गारगोटी, ता. भुदरगड, जि. कोल्हापूर

वर्ग नायक/गट नायक प्रकल्प शाळा

(1) वर्गवार वर्गनायक

वर्ग 1	ली	कुमार चंद्रकांत धोंडिराम सावत
वर्ग 2	री	कुमार युवराज नामदेव तानवडे
वर्ग 3	री	कुमार विठ्ठल शशधर तानवडे
वर्ग 4	यी	कुमार शशिकांत बचाराम तानवडे

(2) गटवार गटनायक

गट 1	ला	निवृत्ती गट सागर बचाराम तानवडे
गट 2	रा	लानदेव गट उत्तम तुकाराम तानवडे
गट 3	रा	रामदास गट राजाराम वसंत ठेरे
गट 4	धा	तुकाराम गट महादेव बचाराम थेंडेंकर

(3) वर्गवार वर्ग नायकासह यादी

इयत्ता 1 ली

- 1) कुमार चंद्रकांत धोंडिराम सावत -- वर्ग नायक
- 2) कुमार बयानंद रामचंद्र कोळगी
- 3) कुमार कृष्णराव कुंडलिक तानवडे
- 4) कुमारी रुपाली महादेव तानवडे
- 5) कुमारी कविता वसंत तानवडे
- 6) कुमारी अनिता रंमराव कळके
- 7) कुमारी सविता महादेव तानवडे

इयत्ता २ री

- | | | |
|----|-------------------------------|----------|
| 1> | कुमार युवराज नामदेव तानवडे | वर्गनायक |
| 2> | कुमारी कविता जोतिराम तानवडे | |
| 3> | कुमारी सावित्री संभाजी तानवडे | |
| 4> | कुमारी मिनाताई हरी पाटील | कमी |

इयत्ता ३ री

वर्गनायक : कुमार विठ्ठल शश्रध्न तानवडे

- | | | |
|-----|--------------------------------|-----------|
| 1> | कुमार शांताराम पांडुरंग तानवडे | |
| 2> | कुमार संभाजी दत्तात्रय बेलेकर | |
| 3> | कुमार हरी कुंडलिक तानवडे | |
| 4> | कुमार निवृत्ती शश्रध्न तानवडे | |
| 5> | कुमार विठ्ठल शश्रध्न तानवडे | वर्ग नायक |
| 6> | कुमारी शामबाला शश्रध्न तानवडे | |
| 7> | कुमारी मायाताई रामचंद्र कीळगे | |
| 8> | कुमारी सुनिता पांडुरंग भावंत | |
| 9> | कुमारी चांगुताई लक्ष्मण तानवडे | |
| 10> | कुमारी साधना विठ्ठल चौगले | |
| 11> | कुमारी आंबुताई आत्माराम जानवडे | |
| 12> | कुमारी संघाताई विठ्ठल तानवडे | |
| 13> | कुमारी गीताताई कुंडलिक तानवडे | |
| 14> | कुमारी वेशाली नारायण तानवडे | |

इयत्ता ४ री

वर्गनायक - कुमार शशिकान्त बघाराम तानवडे

- | | | |
|----|-------------------------------|----------|
| 1> | कुमार शशिकान्त बघाराम तानवडे | वर्गनायक |
| 2> | कुमार सागर बघाराम तानवडे | |
| 3> | कुमार उत्तम तुकाराम तानवडे | |
| 4> | कुमार राजाराम वसंत हेरे | |
| 5> | कुमार संदीप धोंडिराम सावंत | |
| 6> | कुमार महादेव बघाराम येरुडकर | |
| 7> | कुमार शिवाजी दत्तात्रय बेलेकर | |
| 8> | कुमारी संगीता आत्माराम तानवडे | |

गटवार यादी

(1)

गट 1 ला निवृत्ती गट

गटनायक - कुमार सागर बचाराम तानवडे, इयत्ता 4 थी

गटयादी 1>	कुमार सागर बचाराम तानवडे	गटनायक (इयत्ता 4 थी)
2>	कुमार शशिकान्त बचाराम तानवडे,	इयत्ता 4 थी
3>	कुमार संभाजी बत्ताग्रय बेलेकर,	इयत्ता 3 री
4>	कुमार शांताराम पांडुरंग तानवडे	इयत्ता 3 री
5>	कुमारी शामबाला शशधन तानवडे	इयत्ता 3 री
6>	कुमार युवराज नामदेव तानवडे	इयत्ता 2 री
7>	कुमार चंद्रकांत धोडिराम सावंत	इयत्ता 1 ली
8>	कुमारी रूपाली महादेव तानवडे	इयत्ता 1 ली

(2)

गट 2 रा ज्ञानदेव गट

गटनायक - उत्तम तुकाराम तानवडे इयत्ता 4 थी

1>	कुमार उत्तम तुकाराम तानवडे, गटनायक	इयत्ता 4 थी
2>	कुमार संदीप धोडिंबा सावंत	इयत्ता 4 थी
3>	कुमार हरी कुंडलिक तानवडे	इयत्ता 3 री
4>	कुमार निवृत्ती शशधन तानवडे	इयत्ता 3 री
5>	कुमारी मायाताई पांडुरंग सावंत	इयत्ता 3 री
6>	कुमारी सुनिता पांडुरंग सावंत	इयत्ता 3 री
7>	कुमारी चांगताई लक्ष्मण तानवडे	इयत्ता 3 री
8>	कुमारी नकुलाताई जोतिराम तानवडे	इयत्ता 2 री
9>	कुमारी कविता वसंत तानवडे	इयत्ता 1 ली

(3)

गट 3 रा रामबास गट

गटनायक - कुमार राजाराम वसंत ढेरे

इयत्ता 4 थी

1)	कुमार राजाराम वसंत ढेरे, गटनायक	इयत्ता 4 थी	
2)	कुमार शिवाजी वत्तात्रय बेलेकर	इयत्ता 4 थी	
3)	कुमारी शालन विठ्ठल तानवडे	इयत्ता 4 थी	कर्म
4)	कुमार विठ्ठल शशधन तानवडे	इयत्ता 3 री	
5)	कुमारी सपाताई विठ्ठल तानवडे	इयत्ता 3 री	
6)	कुमारी साधना विठ्ठल चौगले	इयत्ता 3 री	
7)	कुमारी आंक्षिताई आत्माराम तानवडे	इयत्ता 3 री	
8)	कुमारी सावित्री संभाजी तानवडे	इयत्ता 2 री	
9)	कुमार बयानंद रामचंद्र कोळगे	इयत्ता 1 ली	

(4)

गट 4 वा तुकाराम गट

गटनायक - कुमार महादेव बघाराम येरुडकर, इयत्ता 4 थी

1)	कुमार महादेव बघाराम येरुडकर, गटनायक	इयत्ता 4 थी	
2)	कुमारी संगीता आत्माराम तानवडे	इयत्ता 4 थी	
3)	कुमारी गीताताई कुंडलिक तानवडे	इयत्ता 3 री	
4)	कुमारी वैशाली नारायण तानवडे	इयत्ता 3 री	
5)	कुमारी मिनाताई हरी पाटील	इयत्ता 2 री	
6)	कुमारी अनिता रंगराव कळके	इयत्ता 1 ली	
7)	कुमारी सविता महादेव तानवडे	इयत्ता 1 ली	
8)	कुमार कृष्णराव कुंडलिक तानवडे	इयत्ता 1 ली	

(5) वर्गनायक - करत असलेली कामे

- 1) स्वाध्याय तपासणे
- 2) स्वाध्याय देणे
- 3) शिक्षक रजेवर अगर मिटींगला गेले असतील तर मुलांची हजेरी व मुलांचे स्वाध्याय उजळणी घेणे
- 4) वर्गांना प्राक्तीप्रमाणे कामाचे नियोजन व दिवस वाटून देणे.
(उदा. पाणी आणणे, सफाई करणे इत्यादी)
- 5) प्रयोगाचे काम करताना साहित्य अचूक देणे व ठेवणे
- 6) गैरहजर मुलांना आणण्याचा प्रयत्न करणे
- 7) जाम्नीतजास्त गैरहजर मुलांच्या पालकांना शक्ति बोलावून आणणे.

(6) गटनायक करत असलेली कामे

- 1) शालेय सफाई
- 2) आवार सफाई
- 3) पाचनेसाठी ओळीने विद्यार्थी उभे करणे
- 4) आरोग्य तपासणी करणे
- 5) सुविचार, वार, दिनांक, हजर, गैरहजर, सध्या यांचे फलक लेखन करणे.
- 6) वर्गात येताना अगर बाहेर जाताना विद्यार्थी शिस्तीने व ओळीने सांडणे
- 7) वर्गात येताना व बाहेर जाताना गुरूजींच्या परवानगीशिवाय वर्गात येऊ नये अगर बाहेर जाऊ नये. या सूचनेचे सर्व विद्यार्थ्यांना पालन करण्यास सांगून त्या नियमांचे वर्तन करणे.
- 8) सडली, वन भोजन, चांदणे भोजन या कार्यक्रमाच्यावेळी शिस्त, नियोजन शांतता, चांगले बोलणे व बोलावणे, अशा किरकोळ बाबींकडे लक्ष पुरवून जेणे करून सुधारणा होईल याकडे लक्ष पुरवणे.
- 9) सांस्कृतिक, राष्ट्रीय व अन्य सांस्कृतिक कार्यक्रमांचेवेळी आपापल्या गटाची योग्य देखरेख करणे
- 10) शिक्षकांच्या रजेच्यावेळी अगर इतर काहीवेळा अभ्यास व इतर सर्व कामे पार पाडणे.

(७) वर्गनायक निवडताना लावलेले निकष

- 1) बुध्दीमत्तेन इशारे अभावा
- 2) नियमित ठंजरे राहणे, सहकार्याची भावना
- 3) गुरुजी व मांडी सर्व मंडळी यांच्या चांगल्या विचाराशी सहमत होणारा
- 4) सर्व शांततेचा कामान सहकार्याची भावना असणारा
- 5) मन्य, न्यायनिष्ठ व खेळाडू वृत्ती असलेला
- 6) शाळेची सतत व नियमित आवड असणारा
- 7) आरोग्य चांगले जपणारा, शारीरिक म्बद्धता नियमित राखणारा
- 8) सर्व वर्गा मिठांच्यामध्ये आपलकीने वर्तन करून अभ्यास व्यवसाय पढाणे व बुका भातल्या गुरुजींच्या वृष्टीस आणून देऊन त्या दुरुस्त करून घेण्यास सहकार्य करणे
- 9) वर्गाची शिस्त योग्य प्रकारे होणेस सहकार्य करणे.

(८) गटनायक निवडताना लावलेले निकष

- 1) शाळेची नियमित आवड असणारा
- 2) सांस्कृतिक कार्याची आवड असणारा
- 3) शरीर प्रकृती सबुद्ध असलेला
- 4) न्यायी व निस्वार्थी बुध्दीमत्ता असणारा
- 5) सहकार्याची नियमित व सतत आवड असणारा
- 6) शाळेत नियमित उपस्थित असणारा
- 7) उच्च, निच, गरीब, श्रीमंत, काळा, मोरा अगर गुण (गुण, अवगुण, दूर्गुण) या गोष्टींचा विचार करून वर्तन करणारा
- 8) कोणत्याही प्रकारचा भेदभाव न मानणारा
- 9) अभ्यास, खेळ, सांस्कृतिक कार्यक्रमा या सर्व गोष्टीबाबत कोणाशीही भेदभाव न मानणारा.

(11)

शाकेतील सांस्कृतिक कार्यक्रम

- 1) पोळासण (बेंदूर)
- 2) नागपंचमी
- 3) शाहू महाराज पुण्यतिथी
- 4) गणेश चतुर्थी
- 5) रक्षाबंधन
- 6) श्रीकृष्ण जन्माष्टमी
- 7) स्वातंत्र्य दिन
- 8) हादगा
- 9) महात्मा गांधी जयंती
- 10) कोजागिरी पौर्णिमा
- 11) विवाळी सणचे महत्त्व
- 12) नेहरू जयंती (बाल दिन)
- 13) रामकृष्ण परमहंस जन्म दिन
- 14) प्रजासत्ताक दिन (26 जानेवारी)
- 15) मकर संक्रांत
- 16) नेताजी सुभाष चंद्र बोस पुण्यतिथी
- 17) गूडी पाडवा
- 18) महावीर जयंती
- 19) छत्रपती शिवाजी महाराज पुण्यतिथी
- 20) डॉ. बाबासाहेब आंबेडकर जयंती
- 21) लोकमान्य टिळक पुण्यतिथी व जयंती वगैरे सण आधारीत राष्ट्रीय आधारीत कार्यक्रम प्रसंगोपात करत असतो.

(12)

सहली भेटी

- सहली - किल्ले भुवरगड, पान, गारगोटी इत्यादी.
- भेटी - जोतिबा देवालय, शाकेचा परिसर, विहीर, ओढा व तलाव (पामर तलाव) पोष्ट ऑफिस, धान्य दुकान व किराणामाल दुकान, गावचा परिसर वगैरे भेटी दिल्या गेल्या.

(13)

स्पर्धा

- 1) बौद्धिक - अक्षर लेखन, रंगोळी, वक्तृत्व गायन इत्यादी
- 2) शारीरिक- भावणे, कळडी, खो-खो, चेंडू फेक, वजन व्हाने, व्यायाम हात प्रकार, तालबद्ध गाणे, वगैरे स्पर्धा घेणेत आल्या.

(14)

वर्गनायक गटनायक मार्गदर्शन

- 1) वर्गातील स्वच्छता व आकार स्वच्छता नित्य नियमान शाळा मरण्याअगोवर अभ्यासापूर्वी पूर्ण करणे.
- 2) वर्गातील वातावरण शांत असावे.
- 3) वर्गात नेहमी शैक्षणिक वातावरण असावे.
- 4) बंधुत्वाची भावना जोपासणेचे आपले आद्यकर्तव्य आहे. «आपण सर्व एकाच घरातील मुले आहोत ही भावना निर्माण होणे जरूर आहे»
- 5) दिलेली कामे वेळीत, सुव्यवस्थीत व योग्य प्रकारे करणे आवश्यक आहे.
- 6) नेहून दिलेली कामे सुबक व्यवस्थीत करावीत.
- 7) दिलेला स्वाध्याय अव्वक सोडवावा. शक्येचे निरसन ज्या त्या ताम्याच्यावेळी पूर्ण करून घ्यावे.
- 8) तुमही घेतलेले निर्णय योग्य असे असावेत.
- 9) वर्तन शिक्षकासारखे «गुरूजी प्रमाणे» असावे.
- 10) नेहमी व नियमित आपली शाळा व सर्व वर्ग स्वच्छ असावेत.
- 11) शाळेचे आवाज नियमीत स्वच्छ असावे.
- 12) एखादेवेळी गुरूजींना शाळेत येण्यास वेळ झाला तर गट नायकांनी सफाई, प्रार्थना ही कामे वेळेत पूर्ण करून स्वाध्याय तपासावेत. स्वाध्याय केले नाहीत त्या मुलांची नोंद ठेवावी.
- 13) स्वाध्याय सोडवताना अडचणी «शका» आल्या तर ज्या त्या ताम्याच्यावेळीच गुरूजींच्या सहकार्याने निरसन करून घेऊन तुमच्या शका दूर करून घ्यावात.
- 14) गट नायकांनी आपापल्या गटाचा अभ्यास पूर्ण झाला की नाही हे योग्य रीतीने बंधू प्रमाणे हाताळावा.
- 15) वर्गनायकांनी आपापल्या वर्गातील मुलांची शारीरिक तपासणी वररोज करून पहावी जी मुले अस्वच्छतेने येतात त्यांना स्वच्छतेने लागण्याचे मार्गदर्शन वारंवार वररोज करावे.
- 16) वर्गात गुरूजी नसले तरी आपल्या वर्गात गुरूजी आहेतच असे वातावरण निर्माण करून शिक्षकांची उणिव भासू देऊ नये.

(15) या प्रयोग कालावधीत केलेली कामे

या मधील कामे

1) वर्गनायकांनी केलेली कामे -

- 1) शालेय आवार सफाई व वर्ग सफाई
- 2) शारीरिक तपासणी करणे, आरोग्य विषयक मार्गदर्शन गुरूजीच्या सहकार्याने करणे.
- 3) बाग निरीक्षण करून बागेचे संरक्षण होईल याकडे नियमित लक्ष ठेवणे
- 4) वृक्षा रोपणबाबतीत वर्गातील मुलांना रोपांची जोपासना चांगली होणेबाबत मागून रोपांची योग्य निगा ठेवणे.
- 5) गटवार वृक्षारोपण करून त्याचे योग्य जतन करणेस वर्गनायक व गुरूजी यांच्या मदतीने सहकार्य करणे.
- 6) गटवार स्वाध्याय न केलेल्या मुलांच्या नोंदी ठेवणे, या नोंदी गुरूजींना दाखवणे.
- 7) सहली व भेटीच्यावेळी वर्गनायकामा मदत करणे
- 8) वनभोजनाला जबाबदारीपणाने कार्य पूर्ण करणे
- 9) सांस्कृतिक कार्यक्रमाच्यावेळी गटवार मुले बसवून शांतता पूर्ण कार्यक्रम होण्यास गुरूजींना सहकार्य करणे.
- 10) वस्तुत्व स्पर्धेत स्वतः भाग घेणे व आपापल्या गटातील मुलांना स्पर्धेत भाग घेण्यास प्रवृत्त करणेस गुरूजींना सहकार्य करणे.
- 11) गैरहजर मुलांना शांकित आणण्यासाठी गुरूजींना सहकार्य करणे.
- 12) दररोजच्या नोंदी ठेवणे
- 13) स्वाध्याय घटकातील अडचणी शक्य तेवढ्या समजावून देणे, बागांच्या अडचणी गुरूजींच्या निदर्शनास आणून देणे.
- 14) वार, दिनांक, सुविचार हे फलक लेखन करणे.
- 15) कविता पाठांतर व वाचन घेणे
- 16) स्वतः पाठ वाचून दाखवणे न स्वतः अभ्यास वृत्ती नियमित शक्यतो अचूक व योग्य रीतीने ठेवणे.

(16) प्रयोग कालावधीत आलेल्या अडचणी -

- 1) शालेय शैक्षणिक साहित्य, शैक्षणिक तक्ते.
- 2) विद्यार्थ्यांना शालेय शैक्षणिक साहित्य, पुस्तके वह्या.
- 3) शैक्षणिक कामात वाया जाणारा वेळ उदा. अनेक मॉडिंग, कुटब कल्याण, अल्प वधत, जनगणन, वृक्षा रोपन, साक्षरता कार्य इ. राष्ट्रीय कामात काही वेळ जातो.
- 4) प्रयोगासाठी असुरे साहित्य, फळे, कपाटे, चित्रे, नकाशे, पिण्याच्या पाण्याची काहीवेळा अल्पत अडचण इ.
- 5) मुलांची वारंवार गैरहजेरी उदा. भुरईमग काढताना मुले गैरहजर असतात, गणेश चतुर्थी व अन्य इतर सणा निमित्त आई बरोबर मुले गावी जातात. काही पालक शेक्यामंद्या व जनावरे राखणेसाठी मुलांना काम लावतात. त्यामुळे शाळेची आवड कमी होऊन त्या मुलांचे वर्तन काम धंद्याच्या ओढ्याकडेच लागून मुलांची शैक्षणिक बुद्धीमत्ता पोलावते.
- 6) जास्तीत जास्त पालक मुलांच्या शैक्षणिक कार्यासाठी असमर्थ आहेत.
- 7) शाळा चालू असताना 85% पालक मुलांना होलावून नेतात. परत ती मुले शाळेत येतच नाहीत.
- 8) शिक्षण म्हणजे फक्त मुलांचे नाव शाळेत नोंदवणे एवढाच पालकाचा डकक आहे. असे खेड्यातील जास्तीत जास्त समाजाचे लक्ष आहे.
- 9) 95% पालक आपल्या मुलांमुलींची शारीरिक दृष्ट्या स्वच्छता ठेवण्याचा प्रयत्न करत नाहीत.
- 10) या डोंगर भागातील लोकांची परिस्थिती काही मुलांना अगभर कपडे मिळणे ही देखील गोष्ट कठीण होते.
- 11) औद्योगिक विकास नसल्यामुळे आर्थिक दृष्ट्या मांगे (विकास नाही)
- 12) जास्तीत जास्त पालक मुला मुलीचा उपयोग घरगुती कामाकडे करतात.
- 13) मुले आजारी पडल्यास ताबडतोब औषधांपचार करण्याचा प्रयत्न परिस्थितीनुसार होत नाही.
- 14) जवळच्या गावातील समाजाचे वर्तन व या आपल्या गावातील वर्तन यामध्ये बदल घडवून आपल्या गावचा विकास करून घेण्याच्या भावना नाहीत.
- 15) शाळा, गुरुजी, मुले एवढा साचा पडतात.
- 16) पालक आपला मुलगा बुद्धीमान कसा बनेल या बाबीकडे कायम टाळाटाळ करतात.

- 17) शिक्षकांश मूलाबाबत व शाळेबाबत सहमत होण्याच्या भावना नाहीत
- 18) जास्तीत जास्त पालक शक्ति मूल पाठवले की भाले, ते त्यांचे काम भाले असे समजतात. आणखी अन्य काही किरकोळ अडचणी आहेत.
- 19) गटनायक, वर्गनायक यांच्यावर स्वाध्याय वाचन, पाठगंतर जबाबदाऱ्या सोपवून गुरूली गेल तरी काही ग्रामस्त व काही उनाड मुले येऊन व्यत्यय करतात

आता अन्य अडचणी आल्या असल्या तरी बरील ठराविक बाबी नमूद केल्या आहेत.

येणे प्रमाणे असे दिनांक 25/2/91

भडी/

अध्यापक

वर्गनायक गटनायक

प्रायोगिक शाळा वि.म. भोसपोड्याची वाडी, ता. भुवराड

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